

LEARNING in the OUTDOORS

LANGUAGES (LOTE)

TOOLKIT 17



TEACHER TOOLKIT SCHEDULE

Outdoors Victoria, in partnership with the Australian Council for Health, Physical Education and Recreation (ACHPER Victoria), Environment Education Victoria (EEV), Geography Teachers Association (GTAV), and Parks Victoria (Parks Vic) will produce 18 Teacher Toolkits between 2018 and 2021. These toolkits will be delivered to the following order:

2018

- 1 Introduction to Outdoor Learning
- 2 Outdoor Learning in the Play Ground
- 3 Outdoor Learning in Water-Based Environments

2019

- 4 Outdoor Learning in Physical Education
- 5 Outdoor Learning in Art
- 6 Outdoor Learning in Geography
- 7 Outdoor Learning in Science
- 8 Outdoor Learning in Mathematics
- 9 Outdoor Learning in Urban Environments

2020

- 10 Outdoor Learning in Health
- 11 Outdoor Learning in Sustainability
- 12 Outdoor Learning in History
- 13 Outdoor Learning in Reading & Writing
- 14 Outdoor Learning in Speaking & Listening
- 15 Outdoor Learning in Indigenous Activities

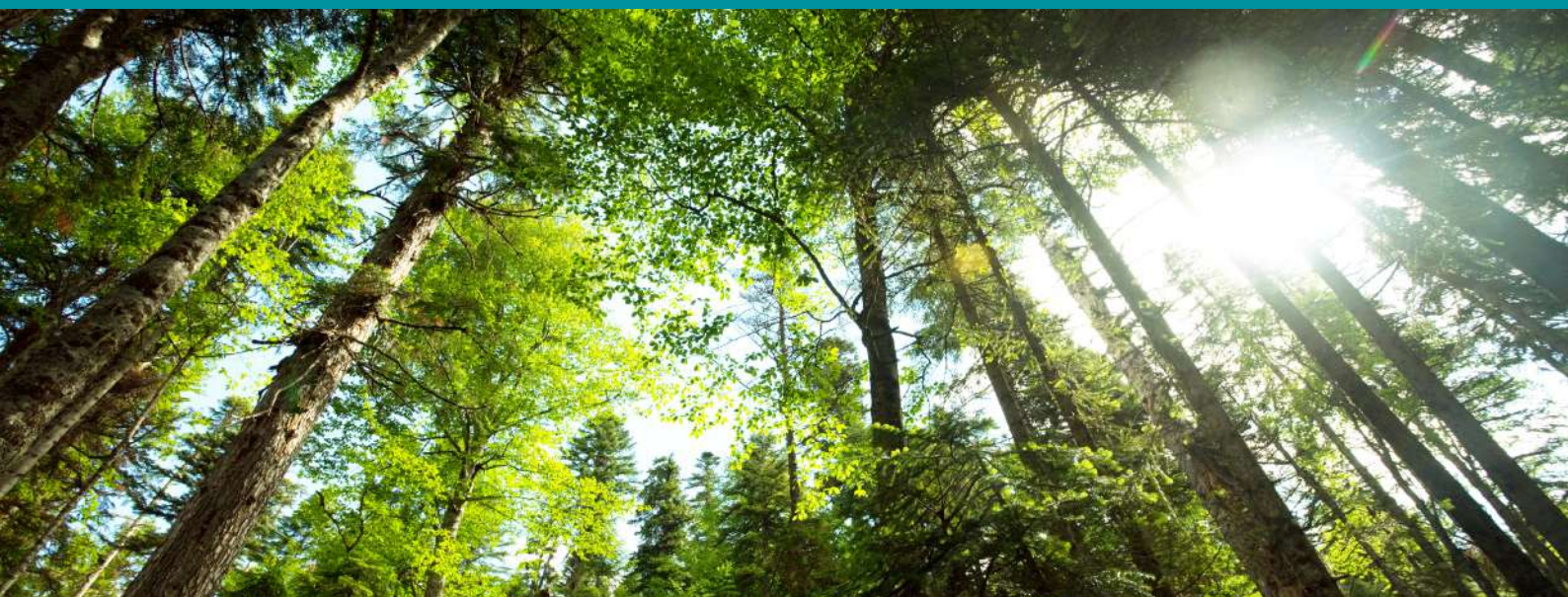
2021

- 16 Outdoor Learning in Music
- 17 Outdoor Learning in Languages
- 18 Outdoor Learning in the F-6 Victorian Curriculum- Compiled Book

Outdoors Victoria, in partnership with ACHPER (Victoria), EEV, GTAV, and Parks Victoria, is always interested in finding out what is occurring in the outdoors in your school.

Contact any of the above organizations if you are proud of a new program you have implemented or would like to be involved in or contribute to any of the Teacher Toolkits.

Outdoors Victoria, in partnership with ACHPER (Victoria), GTAV, EEV and Parks Victoria, respectfully acknowledges the Traditional Custodians of the land and their Elders past and present, for the important and enduring role that Aboriginal and Torres Strait Islander peoples play in Australia regarding the land, water and sky used for learning in the Outdoors.



LEARNING IN THE OUTDOORS

IN LANGUAGES (LOTE)

INDEX

Benefits Outdoor Learning in Languages	1
Activities	
Activity 1: iSPY	2
Activity 2: Language Scavenger Hunt	3
Activity 3: What Interests Me	4
Activity 4: Chalk Language Statements	5
Activity 5: Watch Your Language & Tone	6
Activity 6: Weather Journals	7
Activity 7: Outdoor Recipes	8
Activity 8: Find & Collate	9
Activity 9: Rain & Creation	10
Activity 10: Environment Awareness	11
Conclusion	12
Acknowledgements	12

Throughout the construction of this teacher toolkit, careful attempts have been made to ensure the included activities and explanations do not contain offensive materials, the materials contained in this document will be periodically reviewed. As a result of this review, some activities may be tweaked and an updated version may be uploaded to the relevant website in which this document was downloaded. Before implementing activities or content included in this document please review to ensure the appropriateness for your class and or school.

This Teacher Toolkit is offered as a framework for developing your own curriculum specific ideas and activities for Outdoor Learning. It is quite flexible and should be adapted to suit your needs. Remember to note the benefits of Outdoor Learning in your teaching area, and to provide tips wherever you can for embedding Outdoor Learning into the curriculum. Include relevant research, case studies and examples that might assist teachers. Teacher Toolkit 1 Benefits of Outdoor Learning presents research that will help you argue the case for taking students out of the classroom.

Benefits of Outdoor Learning in Languages (LOTE)

Nature-based environments have long had a connection back to language development and students undertaking language development in a language outside of their birth language. Beatson (2020), within their master's thesis on "play-based natural environments and language development in young children," found that "Nature-based outdoor environments are dynamic settings, providing multiple clues and meanings for new words to be learned within that context."

In addition, Waite (2010) notes that "historically, people worldwide grew up learning in the outdoors. It is unusual that education has come to mean something that happens in specific buildings". Piaget "believed that children construct their understanding through action and lived experience and these cognitive structures lead language development" (Waite, 2010). Beatson (2020) finds that;

“ Different environments offer different opportunities for learning and impacts on language development. Multisensory experiences in natural settings help children to develop the theories necessary for constant intellectual growth, through stimulating imaginations and affording an ideal environment for resourcefulness, inventiveness, and language development. Both in the literature and in my experience the benefits of play relative to other strategies is that children can be more focused, imaginative and innovative, which allows for further practice and for them to play utilising newly developing language ”

“ Over the past few decades, concerns about safety, traffic, strangers, weather, regulations and overprotective parenting have played a role in limiting children's health and play opportunities. The removal of these opportunities to engage in natural outdoor settings may also have had negative effects on language development. Natural settings are gaining increasing recognition as important learning environments, in addition to the more traditional benefits such as health, fitness and environmentalism, as well as offering a strong foundation for lifelong learning. ”

These theories and conclusions all show that the environment contributes to language acquisition. "When learning a new language combined with playing in the outdoors, children are learning much more than words. They are learning about life itself and how their world works." (p.1). Children will continue to adapt and shape their language and environments through interaction with the outdoors; as educators, we need to facilitate this opportunity.

By reading through the following activity ideas contained within this teacher toolkit, the authors hope that you can begin to understand the different opportunities that exist to embed language and outdoor learning to produce meaningful student outcomes.

References:

Beatson, J. (2020). *Play Based Natural Environments and Language Development in Young Children*. *Openrepository.aut.ac.nz*. <https://openrepository.aut.ac.nz/handle/10292/13184>
 Waite, S. (2010). *Losing our way? The downward path for outdoor learning for children aged 2-11 years*. *Journal of Adventure Education & Outdoor Learning*, 10(2), 111-126. <https://doi.org/10.1080/14729679.2010.531087>

ACTIVITY 1

iSPY

Within this activity, students will play a classical game of iSPY with a language twist.

Step 1: Take students into the outdoor environment and sit in a circle in a clear space.

Step 2: Taking it in turns, have students play Ispy; however, students must only use your desired language to describe and guess students choices.

Step 3: Depending on students' development level, you may use English to provide clues.



Curriculum Outcomes

F-6 The Victorian curriculum provides standards in 20 languages, each with their own specific curriculum. Resulting from this broad array no individual curriculum links have been provided, however direct links to the sequences have been included below;

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Equipment & Materials

No equipment needed.

EXTENSION SUGGESTION

Over the course of a term, undertake iSPY in a variety of environments to increase students vocabulary.

Language Scavenger Hunt



Within this activity, students are going to explore the outdoors using a scavenger hunt; this activity can be applied in various ways depending on the age and development level of the students.

Step 1: Have students create a list of items, that they may find in the outdoors. This may be a rock, a piece of bark, or different leaves. Depending on the specific focus, you may focus on particular items relating to your specific LOTE focus, e.g. colours, trees, animals.

Step 2: Before allowing students to collect their various items, look over the lists to ensure that students will not be collecting unsafe items or damaging the environment within the school. Once students scavenger hunt list has been approved, have students go and collect their items.

Step 3: Once students have collected their various items, have them investigate the spelling of each item in various languages, have students use the words in a sentence, or have students investigate the origins of that word in the specific language of the class.

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Equipment & Materials

No equipment needed.

EXTENSION SUGGESTION

To challenge students have them find items of various colours, textures, alphabetical order or themes

What Interests Me



Within this activity, students are going to use the outdoors as an inspiration to create their own story in the language of your choosing

Step 1: The outdoors is one of the greatest sources of inspiration; in this activity, students will go on a teacher-led nature walk. On this walk, students are to write down different elements that interest them in their notebook; examples may include different flowers, trees, sounds, smells, or objects on the playground.

Step 2: Once students have noted down at least five items, have them translate the words back into the language you are learning, have students partner up with another student and try and speak the five different words

Step 3: With the five words, have students form a sentence or short statement they can read back to the class on what interested them in the outdoors.

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Equipment & Materials

- Pen & Paper

EXTENSION SUGGESTION

Depending on the level of the students, you may assign particular themes for students to research on their nature walk.

Chalk Language Statements



Within this activity, students will use the outdoors as a blank canvas to convey their assigned language statement.

Step 1: Assign students a statement, focus, or series of words in your language of choice

Step 2: Once assigned, have students investigate the statement, the focus of a series of words, in English and your alternative language.

Step 3: Once students have completed their research, provide them with chalk and an outdoor surface to create artwork.

Step 4: Have students summarise their language statement, focus, or series of words in a chalk artwork and have students present this back to the class.

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Equipment & Materials

- Chalk
- Outdoor Area suitable for chalk artwork

EXTENSION SUGGESTION

To extend students' knowledge, students could present a series of chalk artworks and discuss how different surface types can impact the quality of the drawing.

Watch Your Language & Tone



Students will use the outdoor environment to explore volume within their language development within this activity. When students first learn a language, their voice is often adapted to the indoor classroom environment; this activity explores language in the outdoors.

Step 1: Assign students a list of words suited to their current development level; when choosing words try and choose ones that alter depending on the tone used.

Step 2: Have students practice with certain tones, experiment with volume

Step 3: Have students analyze the differences in words when spoken in different ways.

Step 4: You can then tie the different volumes and tones into a game such as Mr. Wolf, students can go from whispering to shouting, ask them to describe the differences.

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Equipment & Materials

- No equipment needed

EXTENSION SUGGESTION

To extend this activity, have students try and identify different emotions relating to the tone and volume that are being used.

Weather Journals



Within this activity, students are going to explore the concept of weather. Weather is a common theme for language education and within this activity, students will explore this in a practical manner.

Step 1: In class, have students complete a glossary page highlighting all the different types of weather they have experienced translated into the language they are learning

Step 2: Once students have completed the glossary page, take them into the outdoors and have them identify the correct weather-based of their glossary page. Is it hot, cold, windy, rainy, overcast, etc.?

Step 3: In addition, have the students fill in a weather journal when they are outside, they can keep track of the different weather throughout a set period of time; within this journal they can use descriptions of weather from their glossary page, the temperature (all in the targeted language) or even drawings to represent the weather.

Step 4: Have students compare the weather over a set period of time and present it back to the class.

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Equipment & Materials

- Paper/pens for a glossary page
- Paper/pens for a weather journal

EXTENSION SUGGESTION

To extend students' knowledge, have them learn the targeted language for different weather events.

Outdoor Recipes



In this activity, students will combine the cuisine of different cultures and the outdoors to undertake a cooking lesson.

Step 1: Firstly, have students investigate the different cultural recipes of your intended language group, have students specifically look for recipes that utilise the outdoors.

Step 2: In groups, have students try and translate their chosen recipes into their local language and foods.

Step 3: After checking all dietary requirements and under teacher supervision, have students create the food of your intended language group.

Step 4: Have students launch an investigation into why different countries have different tasting foods

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Equipment & Materials

- Recipes from different cultures

EXTENSION SUGGESTION

Get students to create a taste testing competition with guest judges to extend this activity.

Find & Collate



Within this activity students are going to undertake a search for different outdoor environments across a variety of themes to assist students in counting in different languages.

Step 1: Firstly, have students write down the numbers 1 - 10 (in your desired language) on a sheet of paper.

Step 2: Once students have completed this page, take students on a walk into the outdoors and have them try and identify different numbers of outdoor objects / items (from 1 through 10) that they see on this walk. For example, a student may see 1X bug, 2X hills, 3X birds, 4X plants, 5X flowers, all the way up to identifying 10 of the same theme.

Step 3: Once students have completed all 10 parts on their page, they should have identified 55 items across 10 themes.

Step 4: Have students present back to the class (in your desired language) with what items they found and to compare the differences to why their peers may have different items.

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Equipment & Materials

- Pen / Pencil
- Paper

EXTENSION SUGGESTION

For an extension, you could have students physically bring back different items from the environment as long as it does not impact the environment.

Rain Creation

Within this activity, students will create a rain gauge with numbers from your desired language to place around the school to monitor rainfall throughout a selected period.

Step 1: Have students investigate what elements are on a rain gauge.

Step 2: Once students have investigated what elements are included on a rain gauge, have them draw and outline their own rain gauge using numbers from your desired language.

Step 3: Over the course of one or several classes have students create their rain gauge using the numbers from your language of choice.

Step 4: Once completed, have students take them home and place them outside (if feasible) and have students monitor the findings on a weekly basis.

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Equipment & Materials

For this activity, you will need a variety of materials, including markers, containers and access to the internet for the extension activities.



EXTENSION SUGGESTION

Once students have collected a range of data, have them translate back to your language of choice and compare to the bureau of meteorology findings.

Environment Awareness



Students will identify and examine different parts of the environment in other languages within this activity.

Step 1: Firstly, provide students with blank pages and drawing materials to sketch when conducting the nature walk.

Step 2: Take students on a nature walk in the outdoor environment; after a short walk, find a suitable sitting spot and have students sketch something they saw on their walk. These may include trees, bushes, birds, or different plants.

Step 3: Once students have completed their sketches, allow students time to investigate the various parts of this item in the desired language. Have students label their sketch using your desired language. For a tree, this may include, roots, leaves, bark, sap.

Step 4: Once completed, have students present their chosen item to the class.

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Equipment & Materials

- Blank pages
- Pens / Pencils

EXTENSION SUGGESTION

For an extension of this activity have students investigate their chosen sketch item across a variety of seasons to see the differences that occur.

Conclusion

There are countless possibilities to Learn Languages in the outdoors. These activities provide a starting point and you are encouraged to develop more teaching outdoors. Most importantly, take as many opportunities as you can to take your classes outside to learn.

As educators we are continually seeking development. If you have feedback or would like to share your experiences or activities please add a comment on the FUSE Webpage or email outdoorlearning@outdoorsvictoria.org.au and we will review it and get back to you as soon as possible.

Acknowledgments

This teacher toolkit could not have been created without the work and dedication of educators throughout Australia. Educators often need to look at their local environment and create activities that suit their needs for that day, we thank you for sharing your activities and hope others reading this document can utilise your creative thinking and implement these activities.

Furthermore, the following organisations and staff have assisted in the creation of this document including;

- Outdoors Victoria
- ACHPER (Victoria)
- Environment Education Victoria
- Geography Teachers' Association of Victoria (GTAV)
- Parks Victoria
- Victorian Music Teachers Association

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